improvement and adjustments.

Supervisor: The supervisor oversees, on a daily basis, the work of the teachers. She is the resource person for the teachers. The close proximity of the supervisor's office next to the teachers' workroom enables monitoring of classroom preparational work. Classes are visited weekly and observations discussed with the teachers. The supervisor is the link between the teachers and the coordinator. It is the supervisor's responsibility to insure that the infrastructure necessary for the teachers is provided, and necessary action taken for adjustment and modification as necessary.

Teacher: The teachers have the responsibility to be professional at all times; i.e., lessons prepared, being on time for class, and treating students with respect and fairness. The teachers test all components of the home school project for applicability inside Afghanistan and provide the feedback for project improvement, modification, and adjustments.

Students: The students must come to class on time and be active participants. They must bring their assigned homework completed.

Community/Families: Because most schools are not located in the traditional community environment, the community involvement is minimal and related only to project acceptance. The families have provided the venue for the establishment of the school. They insure the room is ready and available for the teacher, and pay for electricity used in the classroom.

Design

AFGHANISTAN PILOT HOME SCHOOL PROJECT FEMALE ADULT LITERACY

(Section II)

BACKGROUND

Since 1985, despite adverse conditions, the University of Nebraska at Omaha Educational Sector Support Project (UNO/ESSP) has been working inside Afghanistan to promote education by providing textbooks and teaching guides, training male and female teachers, and addressing educational sustainability through institutionally strengthening the ESSP created Education Center for Afghanistan (ECA). UNO/ESSP is, therefore, in an excellent position to provide a fully documented set of materials, including training and detailed guidelines, for use in the establishment of the adult literacy home school project by implementing agencies.

Literacy is an important need of Afghan women. It is perhaps the single most important weapon at womankind's disposal for use in the fight against infant, child and maternal mortality and high birth rates. The overall literacy rate for Afghan women is under 8% (footnote [3] & [4].)

In designing any strategy to meet the educational needs of Afghan females, the importance of cultural, ideological and religious considerations cannot be over stressed. Educational strategies must be compatible with the restrictions placed on female mobility in the Afghan environment and perhaps, most important, the competing demands of urgent reconstruction needs.

The pilot home school project design is assembled on the foundation laid by

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[3] "Illiteracy rate in Afghanistan for females is 95%"- Office of the AID REP for Afghanistan Strategy, page 4, March 1993

[4] Illiteracy rate for females is 93.6 % as defined in UNO/ESSP research pilot study in 5 rural villages of Nangahar Province, July 1993.

UNO/ESSP through its work in literacy training and in particular, its pioneering work in the field of home schools for females. Presented in Section I is a description of the Peshawar pilot home school project, female adult literacy. This project has been designed to utilize village resources with as little outside input as necessary; i.e., females from the village will be recruited by the community as teachers. The practice of bringing teachers to remote areas from outside if often unsuitable. Most important, the project design takes into account the overriding role of culture, ideology and religion. Project sustainability is maximized because of the strong community participation as a base requirement for establishment of the home school.

The implementing agency must have the personnel trained and skilled in working with communities and the required infrastructure to support extensive training, monitoring, evaluation and reporting. A weakness in one of these important areas could make the difference between project success or failure.

After 14 years of war and civil strife, community and individual reconstruction and rehabilitation efforts demand a great deal of time, effort and commitment. Because of these demands, the curriculum must be developed to relate to the needs of the Afghan people; relevant curriculum will entice people to commit themselves to school and help to insure that enrollment is maintained.

The need for flexibility and simplicity in project planning and implementation is of paramount importance. Care has been taken to build these qualities into all aspects of the project's design. Materials and reports recommended for use in this project have been kept short and simple, to insure optimum use.

OBJECTIVE

To provide adult females with an environment conducive to the development of reading, writing and basic math skills.

IMPLEMENTATION STRATEGY

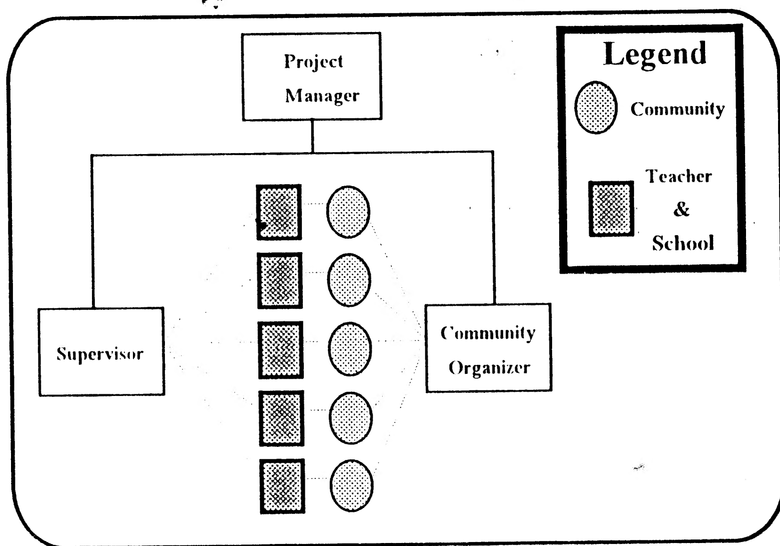
The implementing agency must have personnel capable of working with the community on designing, establishing, implementing, and monitoring a home school project. Supervisory and training components as well as extensive supplementary materials for teachers and students will help to insure the project achieves its objective. This is particularly important because teachers in the program are not required to have the same level of education as their counterparts in the government school system.

MANAGEMENT AND SUPERVISION

Project Headquarters: Overall project management will be centered at the headquarters of the implementing agency. Direct overseeing of field operations under the direction of a project manager must be located as close as possible to the project area. The concerned provincial capital appears to be the ideal location for the project office. The project area should be easily accessible to the implementing agency's headquarters to facilitate communication and travel. Where possible, public transport will be used to travel between the project office, communities and schools. Contingency plans should be made for the use of rented vehicles if required for field travel by female project staff or other staff.

Organizational Structure:

The chart accompanying this text represents the proposed organizational line and staff structure of the project and the relationship between project staff, community and the teachers.



Each teacher supervisor/trainer is

expected to adequately handle 5 direct reports. Situations, however, may arise, due to differences of population density and /or transportation, which require this basic formula to be altered.

Community organizers may be expected to relate to a large number of communities at one time, each at various stages of project establishment. It is expected, however, that 5 or 6 fully active communities is the maximum number a community organizer should handle at one time.

Project Manager: A project manager will be employed. There are advantages to the employment of either a male or female. Although restrictions for traveling and meeting the local male population may exist for a female manager, once the project is established, the majority of the work will focus on the classroom. A female project manager will be able to visit the classrooms. A male project manager would have the advantage of being able to meet with the education council and the community at large. In some areas, however, if an older woman is employed, she may also be able to meet with these groups, especially if she is accompanied by a brother or husband. It is recommended that in the initial stages, until the project is well established, both the project manager (if female) and the supervisor/trainer travel to the villages with a brother or husband. Budgetary provisions will need to be made to cover the related costs.

The project manager will oversee the day to day implementation of the project and supervision of the community organizer and the supervisor/trainer. The manager will receive technical and personnel support from the implementing agency's headquarters where final decisions on program implementation will be made. The project manager, who serves as the connecting link, will have responsibility for the program, reporting directly to the program office.

Reports submitted on a regular basis from the field by the community organizer (*Appendix H*) and supervisor (*Appendix G*) will be reviewed by the project manager. The manager must insure these are completed correctly and in a timely manner. After reviewing the information, the manager will submit a summary report at the end of each month to the program office. The report should include information received from the field, summarizing major accomplishments, problems, and proposed or completed action. It should track accomplishments against planned output. Deviations from the plan are to be explained in narrative form.

Periodic field trips, some unannounced, to review the program and its progress will be an important part of the project manager's job. The objectives of each visit will be defined by the project manager and the program office prior to departure.

A candidate for **project manager** should meet the following criteria:

- Either male or female
- Minimum 12th class education
- Teaching and supervisory skills
- Older (preferably 40 or 50)
- Married
- Preferably no or grown children
- Family support
- Knowledge of and sensitivity to the village culture
- Progressive in educational outlook
- Management skills
- Reliable
- Report writing skills
- Flexible
- Energetic
- Cooperative
- Good listener
- Articulate
- Common sense

Community Organizer: The community organizer will play a key role in the promotion and establishment of the home school project at the village level. He will initiate contact with the community and will be the essential link between the project and the village elders, mullahs, commanders, council, and community during the introductory phase. For this reason, selection must be carefully conducted. Preferably, this person should have family from the area where the project implementer proposes to establish a school. He must have the respect and support of the people and be knowledgeable about the village culture and politics. He must agree to and receive training to enable him to work with the community in a participatory manner.

The selection criteria for a **community organizer** is:

- Male
- Educated
- Able to take initiative and make decisions
- From the area
- Knowledge of and sensitivity to the village culture
- Respected by elders
- Mature
- Preferably married
- Age (old enough to work with elders)
- Good speaker and listener
- Flexible
- Cooperative
- Energetic
- Common sense

The community organizer will work with the community on all aspects of establishing the school, including the selection of the teacher and students. He will also submit the name of the supervisor/trainer to the community for approval. Since the supervisor/trainer will be female and her contact with the men in the community may be limited, the community organizer may be the main link between the men in the village to the project office.

Project manager must insure that the community organizer has a thorough understanding of his job description and the requirements of the project. He must be made aware of which areas are nonnegotiable (basic criteria of teacher, teacher's salary, responsibilities of community and implementing agency, minimum class time, etc.) and which decisions he has the authority to make with the community. In certain cases, it may be decided that other personnel (i.e., the curriculum specialist) from the program office will accompany the community organizer to the village for discussion.

The community organizer must work with the community in establishing an education council. The council must include a cross section of the community; i.e., elders, mullah, commander (where appropriate) and parents/brothers. The community organizer will be responsible for obtaining the education council's signatures for the contract outlining responsibilities of the community (*Appendix I*). He must also insure that the council, community and parents understand their responsibilities.

The community organizer can work with several communities at once. While one community is considering certain aspects of the program, he can begin the introduction process in another. This way, he can work with 5 or 6 communities at once in the same locality. Once schools are established, he can move on to another group of communities. He must, however, return periodically to the communities to meet with the education council to discuss any issues of concern.

Supervisor/Trainer: A female whose family is from the area should be selected to work as a supervisor/trainer. She must be acceptable to the village communities. Her role is very important to the project; she may be the only person providing training, guidance, and support to the teachers. Her responsibilities include submitting reports and giving feedback to the community organizer and project manager. In certain circumstances, she may be the spokesperson for the teacher because of cultural restrictions. She must be very carefully selected and trained.

The community's approval for the supervisor/trainer to work in the area must be assured. The candidate for supervisor/trainer must visit the village before her employment to insure she is comfortable working in the area.

The **supervisor/trainer** should meet the following selection criteria:

- Female
- Married (preferably with no children or grown children)
- Highest level of education possible (minimum class 12)
- Mature enough to travel in village
- Supervisory/teaching skills
- Experience teaching the adult literacy program
- Family from area/acceptable to the community
- Understanding that the work will is in the villages
- A brother or husband that could initially travel with her
- Interpersonal management skills
- Knowledge of and sensitivity to village culture
- Cooperative
- Reliable
- Good listener
- Articulate
- Common sense

An informal survey with the potential students and teachers to determine time commitment must be conducted by the supervisor in the initial stages to insure the women have sufficient time to commit to school. A form for charting the time commitment should be done for each potential student. During this visit she must insure the students and teacher understand their responsibilities and that the teacher signs the agreement form. She must work with the women on a proposed classroom schedule which she will then give to the community organizer.

Five schools is the maximum number the supervisor/trainer should oversee. Weekly visits to each school must be made; if the distance is too great for weekly visits, a second supervisor should be employed. The supervisor must sometimes visit a school without giving prior notice to the teacher.

The supervisor/trainer should keep notes of her classroom observations during the weekly visits. The supervisor must fill out the observation form (sample *Appendix G*) and discuss her comments in detail with the teacher. When the teacher fully understands all the points covered and the recommendations made, then both the teacher and the supervisor/trainer must sign the observation form and a copy given to the teacher. This form should be completed each time the supervisor/trainer visits the school. The form has a section which points out areas that need to be improved, and a section recommending appropriate action for improvement. During the next visit, the supervisor/trainer must insure that the teacher has taken steps to correct the area of concern. If the supervisor/trainer recognizes that the teacher is unable to make the adjustment, the supervisor/trainer should have a practical training session with the teacher (possibly doing the teaching while the teacher observes). The supervisor/trainer must submit a copy of the observation form with her monthly report to the project manager. Any problem for which the supervisor needs assistance from the program office should be brought to the program manager's attention immediately, preferably in written form.

During one of the supervisor/trainer's initial visits, before school commences, the supervisor must insure that the students and the teacher understand their responsibilities. She must insure that the teacher signs the agreement form (*Appendix J*). A supervisor manual with basic language on subjects like *Classroom Management* and *Preparation and Planning* must be available for the supervisor to assist her in monitoring (samples in *Appendix G*).

THE HOME SCHOOL

Teacher: The teacher will be selected from the community. Preliminary selection will be done by the community with guidance from the community organizer.

The following selection criteria for a **teacher** will be applied:

- Female
- Highest level of education possible
- Must be able to pass the reading, writing and math test
- Respected by the community
- 20 to 50 years of age (approximately)
- Desire to teach
- Willing to accept the responsibility of being in class daily and on time
- Willing to be trained
- Responsible
- Energetic/willing to work hard
- Ability to articulate/presence
- Common sense

The marital status of the teacher is not listed as a criterion. There are advantages to employing unmarried or married women. A young unmarried person may posses more energy, time, and flexibility. However, once married, she may move from the village or may not be permitted by her husband to teach. An older married woman, on the other hand, may have more community respect, maturity, and understanding of children. However, she may not be as flexible, or as easily trained and she may have more family commitments. The community organizer and community must consider all these factors before making a selection.

Educational level must be the highest possible. The ideal minimum would be class 10. If there are no candidates in the village qualified in class 10, provision may be made to accept women as teachers from as low as class 5 or 6 if they can pass the reading, writing and math test and meet the other criteria. The test questions should be developed from class 1 level to the class level the teacher has completed, with class 6 being the minimum for the upper level of the test.

Description

UNO/ESSP PESHAWAR PILOT HOME SCHOOL PROJECT
FEMALE ADULT LITERACY
(Section I)

BACKGROUND

Afghanistan has been devastated by 14 years of war and civil strife. Reconstruction will require the participation of every man, woman, and child. Education will play an important role in this effort. It has been shown that there is a direct correlation between economic development and the education level of females. Education is perhaps the single most powerful means available to combat infant, child and maternal mortality, and high fertility rates.

Educational projects developed by NGOs during the war years took a secondary position to the struggle for freedom. To help meet the postwar educational needs of Afghanistan, NGOs must play an active role in support of community based efforts. Female literacy is currently estimated to be below 8 percent for females (footnote [1] & [2].)

The University of Nebraska at Omaha's Educational Sector Support Project (UNO/ESSP) is in a strong position to assist in this effort to increase female literacy. Since 1985, UNO/ESSP has played a significant role in the promotion of education by providing textbooks, teaching guides, and training male and female teachers. They have addressed educational sustainability through institutionally strengthening the ESSP created Education Center for Afghanistan (ECA).

In 1992 USAID/Afghanistan requested UNO/ESSP to develop a strategy for addressing gender equity in the Afghan educational context. An outline for EQUITY IMPROVEMENT WITHIN ESSP was developed by May Rihani of

[1] "Illiteracy rate in Afghanistan for females is 95%"- Office of the AID REP for Afghanistan Strategy, page 4, March 1993

[2] Illiteracy rate for females is 93.6 % as defined in UNO/ESSP research pilot study in 5 rural villages of Nangahar Province, July 1993.

A teacher's agreement must be signed by both the education council and the teacher. A copy should remain with the implementing agency.

Student: Schools sponsored by the implementing agency will be for females ages 10-50. Exception may be made regarding the minimum age; i.e., if there are no other options for female education, a 7 or 8 year old may enroll in the school providing it can be determined that she is committed to learning. The number of students per school will depend on the availability of space. However, the number should not exceed 20. The minimum number of students should be eight, but exceptions may be made for special circumstances. All students must be from the community and acceptable to both the teacher and the community. A commitment to learning and attending class is a necessity.

An informal survey in the initial stages to insure the females have sufficient time to commit to school should be conducted by the supervisor. An activities chart must be completed for each female (*Appendix K*).

A student can enroll anytime during the first week, providing the teacher has the time to assist the student in learning the material already covered. After the first week, admission will be closed for six months. If there are numerous requests for enrolling additional students, the implementing agency should consider establishing a second school if all requirements can be met. Only students may be present; **NO** young children or babies are allowed in the classroom.

Curriculum and Materials: Some of the important factors to be considered while developing a curriculum for a successful home school project are: shortened school day, minimum homework, and school hours decided by the community. This allows the females to continue to fulfill their obligations at home. This is critical to attendance and continuation of the program.

The curriculum should be mainly focused on reading, writing, and some math. The presentation of math curriculum, like the other curriculum, must be related to the students' daily lives.

A teacher's guide will have detailed lesson plans which will include objectives, materials, methods, sequence of activities, and evaluation procedures for each

subject/topic. The lesson plan must be designed so that teachers can cover the material in class. A minimal amount of concept reinforcement homework will be given. Students may not have much time to do homework.

It is recommended that the implementing agency develop a strong monitoring and supervisory component as well as a strong supplementary materials component. Supplementary material is necessary to enable the students to further develop and reinforce their reading skills. Culturally sensitive and progressively difficult colorful reading material for subjects related to "life"; i.e., health, nutrition, child care, environment, anti narcotics, mines, gardening, animal husbandry, and handicrafts and which can help in their daily lives must be developed. Subjects which are gender related must also be included.

It is important to remember that the curriculum requirements may vary for rural and urban population, i.e., many women in the cities know how to tell time. As the project becomes established in both urban and rural areas, some variation in the curriculum may be possible.

Note: Materials should be gender based ONLY when culturally necessary.

When the supervisor/trainer conducts the informal survey, if it is found that some potential students have had previous education, a pretest must be administered. It should be explained that this will not keep them from enrollment but will assist the teacher in knowing the academic level of the students. A prototype *Measure of Assessment Attainment* is attached (*Appendix L*).

The teachers will have a minimal amount of training, and except for the weekly visits of the supervisors, will have to rely on their own resources. A simply written handbook with teacher DO's and DON'Ts on subjects such as preparation and planning, classroom management, effective teaching, materials, methods, etc. will be produced *(Appendix M)*.

Schedule: The community organizer will work with the community in establishing a schedule for the home schools. The supervisor/trainer, during her informal survey, should ask the females their preferred schedule. This information must be given to the community organizer who must encourage the community to adopt this proposed schedule.

The community organizer must encourage the community to establish a schedule that allows for not more than 1 month of recess. Research has shown that the retention rate is greatly reduced during long periods of recess. The final decision must be left to the community and teacher; long intervals may be necessary because of the demand on the student's time for agriculture related work.

For efficiency in field work supervision, training, and monitoring, the community organizer should encourage the communities in one area to adopt the same seasonal schedules.

The minimum 2 hour per day class schedule will incorporate language, civics, and basic math. A schedule for 2 1/2 hours should be instituted after 3 months to allow more time for math (*Appendix N*).

The implementing agency may receive requests for additional classes once the project is established in the concerned village. It is recommended that when requests for classes such as knitting and cooking are received, the teacher encourages the student to read the supplemental material, thus developing their reading skills at the same time. If necessary, the teacher may assist the student in the reading of this material. Requests by the students for courses that cannot be covered by the supplementary materials should be considered and implemented if possible. A request by one or two students is not justification for adding a course; acceptability by all the concerned, the education council, the community, the teacher, and the students is a necessity.

Site Selection: The recommendation to the project manager for selection of home school sites should be done by the community organizer with the participation of community, students, teacher, and supervisor. The supervisor's participation is particularly important because she must feel comfortable going to the area for supervision and training of the teacher.

It is possible that local conditions and circumstances may vary widely. Again, flexibility is necessary in making the decision for a home school location. If the community, teacher and students agree, it is conceivable that a secluded compound with shade trees may be the only acceptable site.

The following is the ideal list of criteria for the **home school site** selection:

- Secure area.
- A room large enough to accommodate the number of students to be enrolled (maximum 20).
- Located within an acceptable walking distance of students' homes.
- Toilet facilities
- Quiet area.
- Wall space for hanging posters, charts, etc.

Some of the factors to consider when establishing a school are: (1) the needs of the community, (2) distance to other home schools, (3) the teacher, and (4) the size of the room. The above factors must be weighed carefully by the community and the community organizer while selecting home school sites.

The community organizer must work with the community in establishing a school with the "ideal" number of students. Flexibility in this area is important. Some of the decisions he must make will be difficult. For example, if a community is very supportive of the program but has only four female students, he may recommend starting a school based on the fact that it is relatively close to other home schools and can be easily supervised. Once the community sees the success of the school, other women may enroll. With such a small number, the teacher may be able to take new students after the closing date by using the students already enrolled as a resource for helping to teach the new students the material already covered.

To enable the supervisor/trainer to visit each school weekly and for monitoring purposes, the community organizer must work with the communities to establish 5 schools in close proximity. This will also allow for the possibility of training 5 teachers at one venue if culturally acceptable.

TRAINING

Project Manager: The training of the project manager will be partially based on experience and education. The manager must possess the knowledge or receive training in those areas outlined in the Program Management and Supervision section. In addition, the manager should be trained in the following areas:

- Formal and informal structure of the community

- How to work with the community in a participatory manner
- Teacher training course
- Adult literacy teacher training course
- Practical experience teaching the adult literacy course

Community Organizer: Based on the participatory approach and the need for a common strategy, training should be provided for the community organizer in the following areas:

- How and who to approach in the community
- How to identify leaders within the community (formal and informal)
- How to conduct an informal survey
- How to gather information using participatory techniques
- How to work with the community on a needs assessment
- How to conduct a community meeting
- How to achieve a consensus
- How to form committees
- How to negotiate contracts
- How to complete reports

Supervisor/Trainer: Listed below are those areas in which the supervisor/trainer should be trained. The amount of instruction necessary will depend to a degree on her educational level, experience and personality.

If possible, the supervisor/trainer should be hired during the second phase to allow sufficient time for training and observation of her skills by the project manager before she goes to the field. However, if it is necessary to send the supervisor/trainer to the village for initial survey work before her training is completed, a training program covering the following areas should be conducted:

- How to approach the community
- How to conduct an informal survey
- How to work with a teacher in establishing the home school
- How to utilize a variety of teaching methodologies
- How to observe a class
- How to rate an observation
- How to talk with a teacher regarding observation results
- How to write reports/evaluation forms
- How to conduct in-class training

- How to be culturally sensitive

The supervisor/trainer should receive teacher and adult literacy training. In addition, she should have the experience of teaching the adult literacy curriculum. A large portion of the success of this program depends on this person; therefore, she should be trained in all areas in which she is expected to perform.

The project manager must be confident that the supervisor/trainer has sufficient knowledge and skills before she proceeds to the village to assume this important responsibility.

Teacher: The teacher should be trained in methodology, use of materials and use of teacher guides. Her responsibilities must be thoroughly discussed before the school commences. Following this, the supervisor/trainer will visit the school once a week. Part of her role as supervisor will be to serve as a trainer. The supervisor/trainer will be trained so that she can assist the teacher develop in her role.

Once the program is established, in-service training will be done by the supervisor/trainer with an additional 4 weeks of intensive training conducted during the first year of implementation. The site selected for the training programs will depend on the mobility of the teachers; but will most probably be held in the teacher's school or at a site selected by the communities, teachers, and supervisor.

MONITORING AND REPORTING

Reporting procedures must be defined for the program manager, community organizer, supervisor/trainer and teacher. Guidelines, procedures, and forms should be available so that systematic reporting is conducted.

A system must be established for monitoring and evaluation and corrective action expedited. A series of workshops should be held to review and recommend revisions to monitoring and report forms, curriculum, materials, supervision and training to insure the implementing agency meets it's objective.

A form must be developed which can be used by the teacher to request replacement of materials. This form must be signed by the supervisor after she checks the stock.

RESPONSIBILITIES

Implementing Agency: The implementing agency has overall responsibility for project implementation.

Project Manager: The project manager will oversee the day to day operations of the program and be the link from the teacher/supervisor and the community organizer to the program office. The manager must make periodic visits to the communities (some unannounced) where the schools are in operation and prepare a report of the visits.

Community Organizer: The community organizer must work with the communities to establish all components of the home schools. After the initial establishment of the program, the community organizer must have periodic contact with the village men to insure the smooth running of the schools. The community organizer must complete the reports and submit them to the project manager as scheduled. During visits to the villages, any issues that need attention should be reported immediately to the project manager.

Supervisor/Trainer: Supervisor/trainer will be responsible for the training and supervision of the teachers and identifying any problem areas within the classroom and work with the teacher on solutions. The supervisor/trainer must submit observation forms and periodic reports. She must bring to the attention of the project manager any concerns/problems within the classroom that have developed during the interim period. The supervisor/trainer must visit each school weekly (sometimes unannounced). The supervisor/trainer should do a general report on each teacher every three months.

Community: The community must organize an education council to oversee the

day to day running of the school; i.e., teacher, students, building, materials, etc. and bring to the attention of the community organizer or supervisor any areas of concern. The community must be responsible for any expenditures in this program, excluding materials and training. The education council must sign a contract indicating their agreement to accept these responsibilities.

Teacher: The teacher is responsible for the teaching of the students. The teacher must be in the class daily and be on time. The teacher must understated and be prepared to teach the material. If there is a student concern, the teacher must use the appropriate methods to insure the parents are informed. She must sign a contract stating her responsibilities.

APPENDIX A

UNO/ESSP
WOMEN'S LITERACY PROGRAM

TIME OF TEACHING HOUR:

DATE:

TEACHER:

COURSE:

LESSON PLAN

Teaching Material	TIME				Objectives	Topic of the new lesson	TIME		Subject	Hours
	Homework	Summary	Evaluation of Lesson Plan	Activity of the New Lesson			Evaluation of the New Lesson	Introduction		

APPENDIX B

TEACHER GUIDE
(SAMPLE)

Lesson Plan

Objectives:

1. Recognizing the alphabet.

2. Students look at the pictures and repeat names so that they can learn to recognize the letters and the words.

3. Students should know that the letters make words.

<u>Activities</u>

Before Reading	During Reading	After Reading
1. The teacher should identify how many students previously learned or remembered any of the letters of the alphabet. 2. The teacher shows pictures from the first two pages of the book to the students. Students orally explain what they see in the pictures.	The lesson is oral and introduces the alphabet using pictures. Teacher asks the students to say what they remembers and to draw a picture.	Teacher asks students to think or guess two words which begin with the letter A and B. Students should give the examples the next day.

Creative Associates International, Inc. (CAII). In April 1993 Nagat El-Sanabary, also of CAII, completed a report on FRAMEWORK FOR ACHIEVING GENDER EQUITY IN AFGHAN EDUCATION. As a follow-up to this paper, in May 1993, a pilot home school project for female adult literacy was started in Peshawar by UNO/ESSP.

In both the design and implementation of this pilot project, care has been taken to allow for the importance of religion and culture in Afghan society and the traditional role of females. Lessons learned and experience gained during implementation will be used to design similar activities for Afghanistan. Careful attention, therefore, has been given to monitoring, evaluation, analysis and, where necessary, modification to ensure the transportability of this model.

OBJECTIVE

To field test and modify, as required, a home school model, educational materials, and curriculum as a framework for a project design for Afghanistan.

IMPLEMENTATION STRATEGY

Six schools have been established under the Peshawar pilot home school project. The schools are located in close proximity to the UNO/ESSP office, allowing easy access for staff. The use of educational materials, implementation of curriculum and application of teaching methods have been closely monitored and evaluated. Modifications and improvements have been made as required. This process has provided the basis for design of the Afghanistan pilot home school project.

TEACHER GUIDE
(SAMPLE)

Lesson Plan

Objectives:

The students should learn how to read, pronounce and write the letters of A, B, P, T and C.

<u>**Activities**</u>

Before Reading	**During Reading**	**After Reading**
1. The teacher tells the students that they are going to read the letters A, B, P, T, and C.	The teacher tells the students to fill in the blanks with the letters.	1. The teacher displays a chart showing the designated letters, points to the letters on the chart, and asks for student response.
2. The teacher shows pictures from the first two pages of the book to the students. Students orally explain what they see in the pictures.		2. Students are asked to write on the board demonstrating understanding of the letters.
3. The teacher writes each name on the board and repeats them.		

APPENDIX C

UNO/ESSP
MEASURE OF ASSESSMENT ATTAINMENT
(SAMPLE)

Test # : 1

Name:
Father's Name:
Date:

Language:

A. Make Words from the following letters:

B. Write the full-forms of the following letters:

C. Write your name and four family members (father, mother, brother, sister and children):

Math

A. Add the following numbers:

3	4	2	7	5
+2	+5	+4	+2	+3

B. Write the numbers from 30 to 100:

UNO/ESSP
MEASURE OF ASSESSMENT ATTAINMENT
(SAMPLE)

Test # :2

Name:

Father's Name:

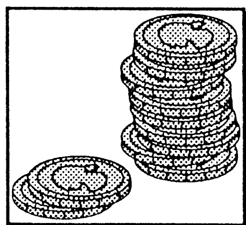
Date:

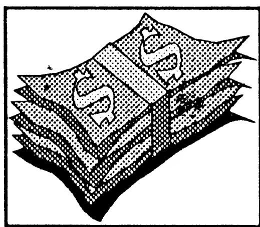
Language:

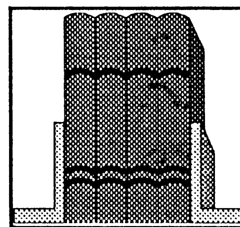
A. Make sentences from the following words:

B. Read the sentences from Part A to the teacher:

C. Write description of the pictures:
(Teacher holds up pictures for students to recognize)







Math

D. Add the following:

22	33	17	19	15
+66	+55	+15	+8	+9

UNO/ESSP
MEASURE OF ASSESSMENT ATTAINMENT
(SAMPLE)

Test # :3

Name:

Father's Name:

Date:

Language:

A. Answer the following questions and fill in the blanks:

B. Make a sentence from the following words:

C. Make four sentences about your family members:
Example: I have two brothers.

Math

D. Add the following:

25	19	81	16	71
+31	+16	+13	+25	+14

8	19	28	16
-3	-11	-14	-12

APPENDIX D

UNIVERSITY OF NEBRASKA AT OMAHA
EDUCATION SECTOR SUPPORT PROJECT

SCHEDULE OF ADULT LITERACY CLASSES

Number	DAYS	SUBJECT	BREAK	SUBJECT	TEACHER
ONE	Sunday	Dari 2:00-2:55	Break 2:55-3:05	Civics 3:05-4:00	
TWO	Monday	Math 2:00-2:55	Break 2:55-3:05	Civics 3:05-4:00	
THREE	Tuesday	Dari 2:00-2:55	Break 2:55-3:05	Civics 3:05-4:00	
FOUR	Wednesday	Dari 2:00-2:55	Break 2:55-3:05	Civics 3:05-4:00	
FIVE	Thrusday	Dari 2:00-2:55	Break 2:55-3:05	Civics 3:05-4:00	

APPENDIX E

TRAINING MANUAL
(SAMPLE)

The difference Between Learning Process of Adults and Children

As the childhood period and adulthood are different, the learning process for children and adults is different. In order to achieve greater adult literacy success on needs to recognize the characteristics, aptitudes and experiences of the adults.

The following list shows some of the differences between young literacy learners and adults:

1. Children are sent by their parents to school.	1. adults decide for themselves to come to school.
2. Children learn directly from the teachers.	2. Adults in addition to their teacher, learn from each other.
3. Children learn faster. If they don't practice, they will soon forget.	3. Adults learn slowly and forget slowly.
4. Education is a regular part of the daily program of children.	4 Education for adults is only part of their daily program.
5. The subject is the focus of learning for children.	5. For adults solving the problem is the focus of learning.

6.	There is no sequence in the oral language of the children they do not yet use their language to transfer thoughts.	6.	Adults have sequence in using oral language and they use it for transferring ideas in society.
7.	Children learn for the future	7.	Adults learn for the present condition and want to use the information immediately.
8.	Teacher decides the learning process of children	8.	Adults decide for themselves what to learn and what to read.
9.	In the teaching of children the thought and experience of the child are not used as much.	9.	On the contrary the personal thoughts and experience of the adults are used in the learning process.
10.	Children are dependent on others.	10.	Adults are independent.
11.	Daily we can not teach children more than several hours.	11.	Adults can not spend much of their time in the class because they are very busy.
12.	A learning motivation for children is the satisfaction of the parents in making a better future.	12.	Learning motivation for adults is becoming literate and using their literacy knowledge.

APPENDIX F

Observations of the Six Female Adult Literacy Home Schools

Peshawar, Pakistan

Dr. Doris A. Henry

Home School 1:

8 June 1993

There were four girls approximately between the ages of 12 and 18 years old in this home school class. The girls all had chairs in which they were seated in one row facing the teacher. The teacher had easy access to the students as well as her materials and marker board. We, the visitors, sat on the floor behind the students on cushions. The mother sat with us during our stay. When I asked her why she was not learning with her daughters, she said the learning gives her a headache. The room was a moderate size room. Three to five additional students could fit comfortably in the room and with this group.

The teacher showed a picture and then introduced the letter "t". The teacher said the letter and then asked the class to say the letter in chorus. She asked a student to fine the letter on the alphabet chart, which she did correctly. The teacher traced the letter with her finger and said the sound of the letter. The students repeated what the teacher said. The teacher drew the letter in the marker board. The students wrote the letter on their individual slates. The teacher monitored each student and praised her when she responded correctly. The teacher asked the students to make a letter on their slates and then to hold up their slates. The teacher praised them for forming the letter correctly. Next, the students had to

find the letter in the literacy book which was on page one. The teacher asked one of the students to tell her other words that stated with the "t" sound. The student responded with three words. The teacher showed a picture of a teapot and asked questions about the teapot. She asked if the students use these things? If they did use them, for what purpose?

The teacher then introduced the "b" letter by showing a picture and then writing the letter under the picture on the board. The teacher asked a student to find the letter on the alphabet chart and to trace to letter, which she did correctly. The teacher went through the same steps of teaching the "b" letter as she did with the "t" letter. The steps were: 1) the teacher introduced the letter by showing a picture of word that begins with the letter being taught, 2) a student found the letter on the alphabet chart, 3) the teacher pronounced the letter, 4) the students repeated the sound of the letter with a choral response, 5) a student traced the letter, 6) the teacher wrote the letter on the marker board, 7) the students wrote the letter on their slates, 8) the teacher monitored the work of the students and praised them, 90 the teacher asked questions of the students that are applicable to their lives, 10) the teacher reviewed the concepts that were taught during the class, and 1) the teacher gave a homework assignment.

<u>NOTES:</u> Shukria strengths were many. She interacted with the students, modeled what she wanted them to learn, monitored their work, gave praise where appropriate, provided the foundation and opportunities for the students to be successful, presented a well-prepared lesson, and related the information to their lives and how it would be applicable. Although I have a language barrier, my observations through the translations and watching her were that she is doing an excellent job.

Home School 2:

8 June 1993 3:20 p.m.

Six girls were in attendance: five sisters and one sister-in-law. They were approximately between the ages of 16-18 years old. They all sat on the floor in a row in a room in the home. The lighting was adequate. The windows and door way were covered. Four to six more students could comfortably fit in the room with this group.

The teacher asked for a word that began with the letter "b". The students responded with many words that started with the letter "b". The teacher modeled writing and pronouncing the letter then asked the students to write it in the slates. The teacher is left handed. She walked around and monitored each student's work. The teacher taught the students how to make small and capital letters. The teacher showed the letter in a flash card, she said the sound, she had the students say the sound, and then practiced the sound with them. She wrote the letter on the board and asked the students what words begin with that letter. She showed them how to make a small letter and a capital letter.

Whenever the students interrupted her teaching with a question or a comment, she patiently listened to them and answered them. The teacher praised and commented on each student's work.

<u>NOTES:</u> The teacher appears to be doing a fine job with the students. The students are progressing through the alphabet very rapidly. This class started on May 16th and they have learned almost all of their alphabet letters. The teacher appeared to be teaching the students at a rate of learning that is appropriate to their level. More information would be needed to determine if the pace was the best. The students were very attentive and responded to the teacher. The teacher modeled, monitored, and gave positive reinformation to the students.

Suggestions: More opportunities to check the individuals to see how well they

MANAGEMENT AND SUPERVISION

Dr. Boardman, UNO/ESSP (team leader), and Professor Azimi (deputy team leader) have primary responsibility for the implementation of this project. Day to day direction is provided by the UNO/ESSP adult literacy coordinator. Teacher supervision is the responsibility of the UNO/ESSP adult literacy supervisor.

Coordinator: The adult literacy coordinator provides guidance and support to the supervisor and teachers. He is in daily contact with the supervisor, and meets with the teachers when necessary. He works with the supervisor and teachers on adjustments and application of materials, methods, and new ideas. He also designed and implemented a two week adult literacy training program for the teachers and supervisor.

Supervisor: The supervisor works closely with the teachers on project implementation. The location of the teachers' workroom next to her office allows for daily communication.

The supervisor visits each school weekly. During these visits she records her observations in a notebook and completes the observation form after class (sample in *Appendix G*). She checks the lesson plan to see if it is being followed. She looks at the students' homework notebooks to see if they are completed and checked by the teacher. She notes the teaching methodologies used by the teacher. The supervisor observes the students' participation and asks questions to insure they are learning the material . If necessary, she will meet with the teacher the next day to discuss her observations. Issues that need immediate attention are discussed during the classroom visit. The supervisor reports her visits to the coordinator and requests his assistance in solving any problems. He meets with the teachers when appropriate.

A teachers' meeting with the supervisor is held twice a month to discuss their work, share new ideas, and discuss any problems. The lesson plans are collected by the supervisor and returned the next day after she checks them. The teachers give the list of classroom materials needed to the supervisor who then submits a request form to the main office.

are retaining the information throughout the lesson would be helpful for the students. The use of exercises where the students have to select the correct answer using discrimination between two or more letter would also strengthen the lesson.

Home School 3:

13 June 1993

There were nine students in attendance. The age range appeared to be between 16 to 25. The students were seated outside on the porch in a L shaped configuration. The board and teacher were visible to all. This appeared to be a large group for this teacher.

The teacher was teaching the letter "j". She said the sound of the letter and the students repeated the letter orally. The teacher asked them to write the letter on the slate. She next demonstrated how to write the letter by tracing the letter with her finger. She made part of the letter on the board and then explained the letter. She taught the initial and finial sounds of the letter "j". She wrote the letter on the board and immediately erased it. Trina, the supervisor, asked the students what the difference was between the two letters and two students told her the difference. The teacher asked what words started with "j". Most of the students called out the answers at the same time. The teacher introduced eight letters before we left.

The teacher stood in front of the class the entire time. Even when the students wrote on their slates, the teacher maintained her position in front of the class. she did not monitor her students' work by walking around to each student.

NOTES: The teacher appeared to be doing a good job of teaching the content. She needs to monitor the students closer by walking around and assisting those students who are having difficulties. The research has consistently shown a higher rate of retention when the students lean it correctly the first time. This lesson was not a review lesson and possibly needed more instructional level practice.

Home School 4:

13 June 1993

There were five students in a very small room in a house. They appeared to be between the ages of 15 and 30. One of the women was widowed and had a small child. The room was lit only by the emission of light from the doorway. With five people visiting, it was very crowded.

Sitara was checking the homework when we arrived. She placed a check mark if the work was correct and underline the letters that need more practice.

Sitara gave positive feedback at appropriate times throughout the lesson. She asked individuals questions and she said they responded correctly almost all the time. Next she placed four letters on the floor and asked one student to identify the letter she said. The student pointed to the letters correctly. She used flash card and asked individuals questions about each one of the letters on the flash cards. Every student had an opportunity to respond to a question. She completed this portion of her lesson with a test. She said a letter and they were to write the letter on their slates. The alphabet chart was visible in the room. She checked and commented on each slate.

Sitara wrote a sentence on the board. She asked for words that started with the letter "da". She simultaneously made the letter and explained how she was making it. She had the students to practice making the letter on their slates. One student was having difficulty forming the letter and she took her hand and assisted her so she would be successful. Next, she had the students to take their books out and open them. She showed the difference between the "da" and another letter.

We left.

NOTES: Sitara appears to be doing an outstanding job of teaching. There was a lot of positive interaction between her and the students. She sets high expectations and then tests them on their knowledge, but only at the appropriate

times. She appeared to adhere to the concept that testing should be done after the concept has been taught. She did this.

Sitara made good use of discrimination to see the student knew the letter.

Home School 5:

14 June 1993

There were six students present between the ages of 12 - 19 years old. The teacher said there were seven females but one left for Afghanistan. Wajiha found the group of females herself and set up the home school. This was the first home school that was started. All were sitting on the floor in a small room that was well lighted inside the home. A floor fan cooled the air.
Wajiha started teaching on May 12th and had taught all of the letters in the alphabet. She was using the letter chart to teach "dean". She asked the individual students questions and they responded correctly. For example, she asked with what sound in the word "book" started and one student told her the correct answer.
The teacher was teaching the students how to put the letters together to make words. She asked them the sound of the letter and she wrote the letter on the board. While she was writing the letter "dah" she was explaining how to form the letter. She wrote a word and then said each sound as she pointed to each letter in the word. The class then wrote the word on their slates.

The teacher asked which letter started with the word Mohammad. What was the next letter's sound? She asked for each letter's sound until she had the letter for every sound in the word. She asked the individual students to say the sounds of the word. The teacher mouthed the words as the students were saying them. If the teacher did not think she had written a good model on the board, she erased it and rewrote it. She also explained to the students that there are different ways of writing the letter but it has the same sound. Next, the teacher used flash cards to ask what the letters were. The students repeated the words in unison and then individually.

The daily homework was graded. Attendance is taken daily but grades are not recorded for the homework. When individuals needed help, the teacher assisted them.

NOTES: Wajiha was doing an excellent job with the students. She was teaching at a rapid pace and the students were keeping up with the pace. She used many illustrations, through examples, demonstration teaching, questioning techniques, and modeling. The students were expected to learn and remember and they did. The students were motivated to learn.

Home School 6:

14 June 1993

There were six students officially on the roll but nine students were actually in attendance. There was one mother and her daughter attending class. The ages ranged from eight to fortyish. One little girl and little boy attending the class attended school but wanted to learn with their sisters. The room was quite large with adequate lighting and ventilation. The teacher was in front of the class seated at the marker board that was on the floor. Everyone had a clear view of the board and the teacher. The students were seated on two sides of the classroom. One of the mothers joined us during the lesson. She was very proud of the school in her home and the females who were learning how to read.

Gul Sooma was introducing the letter "fay" when we arrived. She called on individuals to repeat the letter after she said it. She had them to write the letter on their slates, checking visually from her seat the letter. This was the sixth letter she had introduced that day. She used the same methods as previously observed in the other home school classes. She pronounced the sound of the letter, had a visual example of the letter, had the students to repeat the sound of the letter, wrote the letter on the board and explained how to make the letter as she was writing it, had the students to write the letter on their slates, asked what words started with that sound, and gave the students practice in their books. She called on every student to respond to a question.

NOTES: Gul Sooma appears to enjoy teaching the class and they are motivated to learn from her. She accepts all students who attend her class. She has a very warm, caring, nonthreatening manner in which she teaches. The classroom appeared to have a positive climate. I was particularly impressed with the diversity of ages in the class and also the willingness to allow one boy to attend with the females. All appeared to accept this.

NOTES:

1. The teachers had to use scotch tape to put the letters on the wall. A tack strip attached to the top or side of the marker board would be better and more economical.

2. The teachers appear to be well-trained and using good instructional techniques to teach to students.

3. Each teacher appears to be designing the lesson to meet the needs of the students in her class. This was evidence by the different stages of learning to read seen in the different classrooms.

4. The teachers appeared to have high expectations of their students and realizing the students are older and can understand the 6-8 letters that are introduced during the lesson.

5. The classes are conducted in a business-like atmosphere. The teachers are accepting of the students questions, even when they interrupted a lesson.

6. The teachers are modeling before asking the students to learn the letter. Practice is given first in unison and then individually. Some teachers are better at monitoring the student's learning than others. Some assist the students in forming the letters correctly more than others. I would suggest that all teachers monitor the student's work while they are writing their letters and assist individuals while they are working.

7. Some teachers tested the students throughout the lesson. The teachers who used this method appeared to use it appropriately, after the lesson had been taught and the students had several opportunities to be successful.

8. The interaction between the students and teacher is one of the most crucial elements in teaching. The interaction between the student and teachers was impressive in all classes. The students felt comfortable asking questions and responding to the questions posed by the teacher.

9. Some teachers used positive reinforcement (praise) more than others. Some used it sparingly and I did not observe anyone using it too much.

10. Trina, the supervisor, sometimes interacted with the students and the teacher. She usually was adding to an explanation the teacher was giving. There were no comments made by Trina to any of the teachers regarding her observation of their lessons. I would suggest that Trina give some immediate feedback to the teachers upon her departure, and then to keep a log of what she observed so she can discuss with the teachers what she saw the teachers doing well and what needed strengthened. This would also assist in the efforts to improve instruction for the teachers in the home schools.

RESEARCH OF EFFECTIVENESS OF ADULT LITERACY TEACHER TRAINING

Peshawar, Pakistan

Dr. Ivalyn Vanevery

QUESTIONS RELATED TO PRE-SERVICE PREPARATION:

1. Do you think your literacy training program prepared you to teach in the home school?

   Yes, it contained very important points. It included a summary of almost all teaching methods. However, it could have been more specific and related to the special problems and teaching methods for adults.

2. Hoe many observations did you make of teachers teaching adults before you started teaching in the home school?

   None (a unanimous answer).

3. Do you think observing teachers in the adult literacy program before you taught would have been beneficial?

   Yes, we could realize the result of their work and the problems they faced and then we could arrange a better program. It would have helped to make things clearer. And no, because of my experience in teaching primary students, I did not face any problem.

4. Did you practice/demonstrate teaching before your first teaching job?

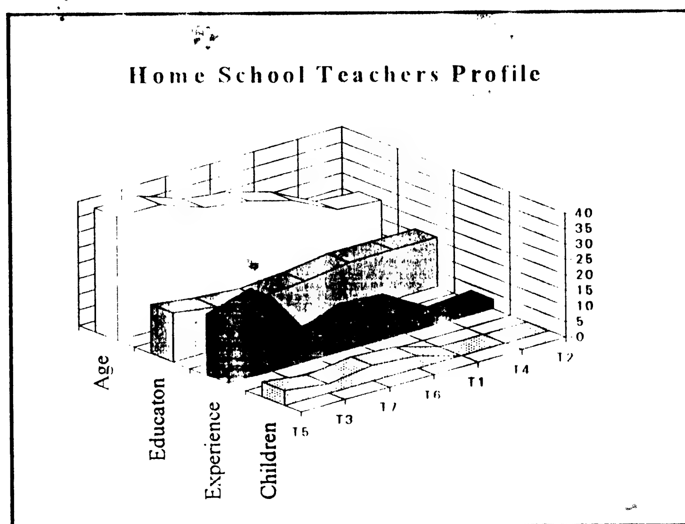
   The answers to this question went back to their initial teaching preparations;

The supervisor has lived in Kabul where she received her Bachelor's degree in Literature of Human Faculty. She is 29 years old, has 8 years of teaching experience, and is engaged to be married. Both her father and mother are educated, her father with a Bachelor's degree and mother class 12 education. Her native language is Pushto.

THE HOME SCHOOL

Teacher: The six adult literacy teachers came to Peshawar from Kabul where they lived and received their education. Their ages vary from 21 to 40 (21, 22, 33, 35, 40, 40) with teaching experience from 2 to 24 years. Three of the teachers have Bachelor's degrees (Islamic studies, political science and English, and science); 2 graduated from teacher training college; and 1 completed class 12 plus a one year teacher training program while teaching nursery school in a government school. Two teachers are unmarried, three are married, and one is widowed. Only two of the teachers' mothers are literate, one having received instruction at home and the other attended a formal school. Four students ' fathers have Bachelor's degrees; the other two fathers completed class 12. The one widowed and three married women have children, numbering 3, 4, 5 and 5. One teacher speaks Pushto and five speak Dari.

The Chart accompanying this text, compares age, education level, experience and family size of the 6 home school teachers and 1 supervisor employed in the Peshawar Home School Pilot Project.



It is interesting to note that there appears to be a direct correlation between the age of the teacher, education level and

e.g., during my first teaching job I attended a two year program in Roshan Teacher Training College, I attended four seminars on Teacher Training, I observed and participated in demonstration lessons while teaching, and I participated in a teacher training course for one year.

5. Do you think practice/demonstration teaching would be helpful before you started teaching?

   Yes, the demonstration lessons given in conjunction with the Literacy Seminars were very helpful.

6. Which training courses did you take were of the most value to you as you work with adult women in the classroom?

   We only attended one seminar given by Mr. Abdali.

7. What problems did you face when you were preparing to become a home school teacher?

   Finding students and a reliable setting. Although we are teaching our people, the Afghans, it is still difficult for me to go into a stranger's house.

QUESTIONS RELATED TO HOME SCHOOL TEACHER EFFECTIVENESS:

1. Have you taught prior to teaching in the home school? If yes, are there any differences between teaching in your previous school and teaching in the home school?

   The unanimous answer to prior teaching experience and differences in regular school and home school was - YES. Differences noted included: Teaching needs to be very basic. I could not speak English with my students. I had 25 students before now I have 5. The adult students learn more slowly and need more help than younger students. They expect more respect and need more attention in order not to become discouraged. There are chairs and tables in schools but none in home schools. The children do not have any other

responsibilities - their minds are more active than adults. Adults are more experienced and they realize and remember more quickly. We need to be more kind to adults, otherwise they will become discouraged. Some methods used in regular schools are not useful for a home school, like role play.

2. Which instructional techniques are you using in the home school?

Unanimous answer - Repetition, question and answer, demonstration, lecture. Others were paired work, silent reading and discussion.

3. Which instructional techniques have you found to be the most effective when working with the females in the home school?

Demonstration is a suitable method for Dari and math. Lectures, repetition and question and answer are used for Quran and Islamic Studies.

4. What diagnostic tool was used to identify the teachers' knowledge during the first week of home school classes?

They were evaluated orally because they were completely illiterate and could not read and write. Some were asked to write the letters of the alphabet and to count and then write numbers.

5. What is the average amount of time you spend preparing your lesson for the next day?

The consistent answer was 90 minutes. Some said it varies according to the subject. Dari and math, where materials are needed, take more time then Quran and Islamic studies.

6. Do you have too few, too many, or just the right amount of students in your class?

Most responses said too few. One with nine students said it was a reasonable number.

7. How many students do you think should be in one home school class?

Answers ranged from a minimum of 5 to a maximum of 20. One-half of the respondents said 5 minimum, 11 maximum.

8. When do you find would be the best time to use teacher directed instruction and student centered instruction?

   In a new lesson the teacher is the focus. During practice time the student is the focus.

9. Do you think the teaching methods that you learned in the Literacy Training Course were appropriate for the adult learners?

   The methods taught were both useful and good. They were question and answer, demonstration, lecture and repetition. One response included that a detailed lesson on teaching methods would have been helpful.

10. What instructional strategies have you used with females who have difficulties in learning? Repetition was the unanimous answer. Two mentioned question and answering. One suggested writing in the sand with their fingers.

11. How will you know at the end of the course if your students are literate?

    A unanimous answer - testing and evaluation.

12. What do you think is the purpose of home school instruction?

    To make women literate. To teach the daughters of these families who do not allow their daughters to go to school even though they wish to be literate.

13. What method of record keeping do you use to monitor the progress of your students?

    Five respondents said they would give a test every 15 days and evaluate the results. One person said she would evaluate the dictation, reading and writing in their recording notebook.

14. What are the benefits of having a supervisor?

She helps solve problems and shares personal experiences. It also has a positive effect on the literacy students when she visits.

15. What would you like the supervisor to do that would assist you in your teaching in the home school?

Help solve problems, and suggest materials and aids to assist in teaching. Analyze and evaluate my teaching.

16. Is the two hour block of time a good time frame to work with the female adult learners?

Just right - any shorter and they would not have time for the whole lesson; any longer would interfere with family responsibilities. If more students are added then we might need one-half hour more.

17. Any other comments or suggestions?

None were given.

QUESTIONS RELATED TO THE INSTRUCTIONAL PROCESS:

1. What was the percentage of your students attendance for your home school class?

100% to 98%.

2. What was the percentage of each of your students completion of their home work assignment?

100% to 98%.

3. Does any one at home help them with their assignments?

A brother in school helps one student. All of the rest had no help even though there were some educated people in their home.

4. How often do you use group reading?

Twice a week or pair work four times a week.

5. Were pleasure reading materials available?

The students cannot yet read. I have taken two posters to the class for reading and we are reading some small paragraphs.

6. After how much time were the students able to construct a paragraph expressing their thoughts?

After two months they were able to write some sentences.

7. What was the highest level of written composition each student attained?

Answers varied from: they can write simple, short sentences to they cannot write sentences, still.

8. What concepts were the most difficult to learn in math?

So far, they have only worked with addition. There is not any problem at present.

9. How often on the average did you work with problem solving in math?

We have not solved detailed problems because they cannot read correctly. The book does not have any story problems. We plan to develop some ourselves.

10. Which concepts were the easiest to learn in math?

Counting numbers.

11. Why do you think your students were successful?

They are interested in learning. The materials and methods were effective. They attended regularly. The students felt relaxed and at home by being so close to their house.

12. Did you group your students for instruction?

No, there are few students so there is no group activity. Sometimes they work in pairs.

13. Do you think home schools should be continued in the future?

Yes, it is very useful for the women who are not allowed by their men to go out of the house. It is the best way to educate women who because of cultural and environmental conditions can not learn away from home.

14. Did you discuss your problems and successes with your colleagues?

We set together twice a month to discuss our problems and seek solutions.

15. After your supervisor observed your teaching, what feedback did you receive?

We meet together and discuss the methods I used and she gave me suggestions. Also problems are discussed in the twice monthly meeting.

16. What suggestion would you give the teachers teaching in a home school for the first time.

She must be patient and friendly and relate the lessons to their daily lives. She needs to be strict about attendance and being on time The rules need to be made clear on the first day. She must make a plan and then implement it. The materials needed should be prepared and used at the proper time. Take

the tests seriously. Talk to the family or the owner of the house immediately after a problem has occurred. The amount of homework should not exhaust the students. Share with the students the benefits of literate people and literacy.

17. How many scheduled days did you miss teaching the students. Three have never been absent. The others were absent for two or three days.

18. What would be the best program for preparing teachers to teach adults in the home schools?

A seminar lasting from one to two months related to literacy and including teaching methods in detail. If should be specific and to the point.

APPENDIX G

SUPERVISOR MANUAL
(SAMPLE)

UNO/ESSP
Women Literacy Program

Supervisory System

Observing Home school classes.

When observing home school classes, the suprvisor needs to take careful notes of classroom activities. Home school classroom observations focus on the teacher. It is also important to note student engagement, behavior, responses, contributions, questions and responsibility for learning.

During the Home school observation, the supervisor should only collect information. After observation, the supervisor reflects on the lesson and considers each indicator, one at a time, making judgements about the quality of teaching and learning.

Home school supervisor should visit each class once a week. The supervisor then completes the observation form after discussing it with the teacher. Every 15 days, the supervisor should submit her school visit observation report to the literacy program coordinator.

UNO/ESSP
WOMEN LITERACY PROGRAM

Home School Observation Form

Teacher
Student enrolled
Student present

Supervisor:
Date:
Location of class:

1. Preparation of lesson plan for teaching:

____

____

____

____

2. Classroom Management.

____

____

____

3. Use of teaching aids and materials.

____

____

____

4. Homework (Home Loving)

____

____

5. Students Engagement

____

____

____

6. Which teaching method does the teacher use ?

____

____

7. Classroom discipline and order.

____

____

8. Do the students have knowledge of lessons taught when questioned by you ?____

____

____

Recommendations: ______________________________

Teacher signature

I have read and discussed the above with the supervisor.

UNO/ESSP
Women Literacy Program

family size. As shown in this chart, education is inversely proportionate to both age and family size.

They teachers have adapted to a very difficult working environment. The difficulties faced by the teachers are not the ones they will encounter in the villages in Afghanistan, but they are no less significant. Two schools are located on verandahs of the students' home with curtains for walls and very little ventilation. The room size prohibits free movement within the classroom. To keep students motivated under these conditions requires a great deal of skill and dedication -- the teachers seem to possess these attributes.

Student: A total of 38 students registered for the adult literacy project; three of the students dropped out when their families returned to Kabul. The information below is on the remaining 35 students. The students vary in age from 8 to 40: 7 students are under 15 years of age; 19 students are in the 15-20 year range; and 9 students are over 20 years of age. Twenty seven students are single; 6 students are married, 1 student is engaged, and 1 student is a widow. Five of the married students and the widow have children, numbering 9, 8, 5, 3, 1, 1. All the students come from Kabul and Logar Provinces. Thirty two of the students come from families with 7 to 13 children; two come from a family of 6; and one comes from a family of 3.

The person who initiated the student enrolling in school were reported to be: mother 15; self 9; father 5; uncle 3; mother-in-law 2; and grandmother 1. The level of education of the students' parents are as follows: 11 fathers have 12th class education; 2 have 14th class, 2 graduated from Faculty of Science; 1 is literate (but no formal education), and 19 are illiterate. None of the mothers are literate. Seven students speak Pushto and the rest speak Dari. All but 3 students had no previous education; two went to class 3 and one to class 2. Seven students are the oldest children in their family; 6 are the youngest ; and the rest are in the middle. Only two of the students are not related to the other students with whom they attend class. The teachers report that all the students are dedicated, enthusiastic and present no discipline problems; they are happy for the opportunity to learn.

The School: In April 1993, UNO/ESSP announced that a female literacy home school project would be established in Peshawar. The supervisor and teachers met

CLASSROOM OBSERVATION GUIDE
(SAMPLE)

CLASSROOM INSTRUCTION

Monitoring and Improving Instruction

1. Preparation and planning

   The written lesson plan should include:
   - Statement of the learning objectives
   - Teaching methods
   - Learning tasks
   - Selection and use of materials and aids
   - Home learning

2. Classroom management

   For effective classroom management, the teacher should:
   - Make clear to students expectations for behavior
   - Monitor the behavior of students periodically
   - Survey the class during the lesson
   - Move among the students
   - Maintain eye contact
   - Request students to observe each other

3. Use of teaching aids and materials

   Teaching aids are used by the teacher and materials are used by the students to enhance learning.

Teaching methods and learning tasks can be facilitated by the planned use of aids and materials. Aids and materials provide students with practice on learning tasks so they can achieve the learning objectives.

4. Homework (Home Learning)

Home learning should provide students with practice, prepare them for the next lesson, and enable them to apply the new learned knowledge in their life:

- Practice - students are provided with opportunities to reinforce newly acquired learning
- Preparation - Students obtain knowledge necessary to establish pre-requisites for the next lesson
- Extension and Application - Students go beyond learning tasks completed plus extend newly acquired knowledge

5. Learning equity

A teacher should remain impartial in implementing learning activities:

- Provide ample opportunities for all students to participate
- Do not show favoritism in calling on or in reprimanding students
- Provide ample time for students to answer questions
- Actively solicit all students' involvement in learning activities
- Communicate that all students in the class are important

6. Student engagement

Engagement refers to students actively involved in the learning process and related activities.

It is desirable to maintain an engagement rate that is as high as possible. A reasonable target in teaching and learning contexts is 90%.

7. Use of variety of teaching methods and learning tasks

To enhance learning, teachers should:

- Use methods that facilitate the achievement of planned objectives
- Encourage students' interest and involvement
- Accommodate different students' needs
- Use more than one method

- Be flexible in use of teaching methods

All methods used by the teacher should be implemented in ways that stimulate learner interest in active involvement in the task.

8. Effective teaching

Research has shown that the following are characteristics of effective teachers:

- Clarity of presentation
- Use of a variety of teaching methods and learning tasks
- Use of variety of teaching aids and materials
- Enthusiasm
- Feedback about learning

During the class observation, the supervisor will consider the use of methods, tasks, aids, and materials and their effectiveness in maintaining students' engagement and promoting student achievement.

CLASSROOM OBSERVATION GUIDE

(SAMPLE)

CLASSROOM MANAGEMENT

Monitoring and Maintaining Student Behavior

1. Expectations about acceptable student behavior are clear and consistently maintained:

   - Teacher must communicate expectations in clearly understood words
   - Teacher must be consistent in communicating expectations regarding acceptable student behavior.

2. Behavior of the entire class is effectively monitored throughout the lesson:

   - Teacher periodically surveys the behavior of all students without attracting the students' attention.
   - Teachers moves among the students, maintaining eye contact and touching students momentarily.
   - When a student has unacceptable behavior, the teacher gives the student feedback by verbal and non-verbal cues; i.e., movement toward the student, nodding the head, or putting the finger to the lips to tell the student to be quiet.

4. Uses techniques to stop unacceptable behavior quickly and in a way that re-engages students in learning (unacceptable behavior violates classroom rules, social norms, or teacher expectations):

   - If a student interferes with work of others, answers out of turn, or fails to put away material, does the teacher use techniques to quickly stop this behavior?
   - Does the teacher use reasonable consequences for students, such as whispering to student, pointing a finger, frowning, etc.?

CHECKLIST FOR CLASSROOM OBSERVATION

(Revised from "Teaching Quality and Student Participation Observation Instrument" developed by Dr. Faber)
(SAMPLE FORM)

INSTRUCTIONS: Put a (+) if teacher **did** the following or a (-) if she **did not do** the following:

A. Clarity of presentation:

1. Arranging information in order _____
2. States purpose _____
3. Explains _____
4. Using examples, definitions and easy words _____
5. Reviews _____
6. Checks for student understanding _____
7. Articulates clearly _____
8. Listens to students _____
9. Gives clear assignments _____

B. Variable styles of teaching, i.e.:

1. Flexibility in procedure (adaptable vs. inflexible) _____
2. Uses a variety of teaching materials and equipment _____
3. Uses various kinds of tests _____
4. Uses a variety of methods and activities _____

C. Enthusiasm:

1. The teachers is stimulating as opposed to dull _____
2. Has vigor and power _____
3. Involved and excited about lesson _____
4. Moves about the room _____
5. Gestures _____
6. Uses voice inflection _____
7. Motivates students _____

D. Class Structure: (Task-oriented or business-like: provides students the opportunity to learn)

1. Achievement oriented ____
2. Responsible vs. evading, answers student questions ____
3. Gives students the chance to ask questions ____
4. Emphasizing stimulation of thought and acquisition of skills or information ____
5. Concerned more with student learning than student enjoyment ____
6. Classroom well managed and disciplined, but with a warm and positive climate ____
7. Steady vs. erratic ____
8. Learning environment is fair to all students ____
9. Present all material to be learned as opposed to presenting part of it ____

Number of students enrolled in the school: ____________
Number of students attending school today:____________

COMMENTS ON AREAS IN WHICH IMPROVEMENT IS NEEDED

RECOMMENDATIONS FOR IMPROVEMENT

The above material was discussed with me and I have a clear understanding of what it says:

______________________________ ____________
Teacher's signature Date

______________________________ ____________
Supervisor's signature Date

SUPERVISOR/TRAINER REPORT
(SAMPLE FORM)

Period Covered by Report: Date:

Supervisor/Trainer's Name: Province:

Visit Summary

Date of Visit	Village Name & District	Purpose of Visit	Teacher's Name

State Problems and Proposed Solutions:

Date

Signature

APPENDIX H

COMMUNITY ORGANIZER REPORT
(SAMPLE FORM)

Period Covered by Report: Date:

Community Organizer's Name: Province:

Visit Summary

Date of Visit	Village Name & District	Purpose of Visit	Contacts

State Problems and Proposed Solutions:

Date: **Signature:**

with families to discuss the UNO/ESSP adult literacy project and determine their level of interest.

On May 11, the first school opened; five additional home schools opened shortly thereafter. The six home schools are located in Peshawar in homes of the students: 4 are in Pawakai in University Town, 1 in Tambowan in Tahkal Payan, and 1 in Gharib Abad in Shaheen Town. All students come from the compound in which the school is located or a neighboring house.

The classroom size varies from very small (approximately six by four feet) to large (nine by twelve feet). Two schools are located on the verandahs of the homes and have no windows. Four of the schools have windows with curtains; in only one school does the teacher open the curtains for ventilation.

One school has been provided a fan by the host family, and the other five have been supplied with fans from UNO/ESSP. Without fans, it would be very difficult to conduct classes when the temperature rises to 110-115 degrees.

Rooms quickly take on the atmosphere of a classroom once posters are displayed on the walls; these are removed daily in all but one classroom. The rooms are clean and well organized; the families and teachers work diligently to make the facilities conducive to learning. Blankets from UNO/ESSP cover the floor in all but two of the schools where families have supplied carpets. In five schools the students sit on the floor; in one they have chairs.

Class size ranges from 5 to 9. In only three of the schools there is sufficient room for movement. Mothers sometimes sit at the back of the room as observers. In one school there is a young girl and boy who have unofficially joined. They are also very keen learners.

Noise from outside the classroom presents a problem in three of the schools. Because of cultural restrictions, teachers cannot talk loud enough to compensate for this noise.

One school is near the canal; two schools are in an area where houses are being constructed; one school is located near a field with a house being constructed on one side; and the last school is located inside a main gate with several other houses. Initially, one teacher had to face difficulty with young men whistling and making comments; the UNO/ESSP car was unable to drive her to the door because of the

APPENDIX I

EDUCATION COUNCIL AGREEMENT
(SAMPLE)

We ________________________, agree to oversee the
Education Council's Name
running of the ____________________________
Name of School
from __________ to ___________. We understand
date date
and accept our responsibilities as outlined below:

1. **Insure regular and punctual attendance of teacher**
2. **Arrange for maintance and repair of classroom**
3. **Insure maximum community support and cooperation**
4. **Reveiw program performance with teacher on regular basis**
5. **Promote regular and punctual classroom attendance by students**
6. **Promote community discussion on educational concerns**
7. **Keep teacher informed of community concerns**
8. **Bring community concerns to attention of visiting supervisor**
9. **Provide classroom furnishing as per teachers request**

We also agree to provide the following compensation to the teacher:

________________________________ __________
Signature of Council Members date

________________________________ __________
Community Organizer's Signature date

APPENDIX J

TEACHER AGREEMENT
(SAMPLE FORM)

I, ______________________________, agree to teach in
teacher's name

____ from
school name

__________ to __________. I understand my responsibilities
date date
as outlined below.

1. Attend my duties on a regular and punctual basis
2. Have classroom and materials ready before students arrive
3. Work with Community and parents to solve problems related to students and school
4. Cooperate with Education Council
5. Keep Education Council informed
6. Insure that students attend class
7. Hold meetings with parents to discuss any concerns related to students and school
8. Cooperate with supervisor
9. Attend training provided by implementing organization
10. Bring any concerns to attention of supervisor
11. Use a variety of methods, activities and materials in the classroom
12. Keep discipline in the classroom

My salary will be paid by the community in the following way:

______________________________________ ______________
Teacher's signature date

______________________________________ ______________
Educational Council In-charge's signature date

______________________________________ ______________
Community Organizer's signature date

APPENDIX K

ACTIVITIES SURVEY CHART FOR GIRLS
(SAMPLE FORM)

DATE:
NAME:
AGE:
NO. IN FAMILY:

MORNING								AFTERNOON									
5:00	6:00	7:00	8:99	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00	10:00

KEY

- Relaxing -Playing, Radio, Talking, Drinking Tea
- Sleeping
- Praying
- Eating
- Helping with household chores; dishes, cooking cleaning, bathing children, collecting wood, etc.

APPENDIX L

MEASURE OF ASSESSMENT ATTAINMENT

(SAMPLE)

Test # : 0 (Pre-test)

Name:

Father's Name:

Date:

Language:

Write the complete Dari Alphabet:

Math

Write the Numbers from 1 to 30:

APPENDIX M

TEACHER'S HANDBOOK
(SAMPLE)

CLASSROOM MANAGEMENT

Unacceptable behavior is behavior which violates classroom rules, social norms, or teacher expectations.

Effective classroom management is a necessary element of effective teaching.

DO

1. Communicate expectations in clear words.

2. Be consistent in communicating behavioral expectations

3. Be fair and consistent in disciplining if expectations are not met

4. Monitor behavior of all students periodically

5. Move among students, maintain eye contact, touching students, etc.

6. Give student or groups of students verbal and non-verbal feedback and cues such as moving towards student, point a finger, frown, whispering to student(s)

7. Quickly stop unacceptable behavior by using techniques to re-engage students in work.

DON'T

1. Stand in one place all the time.
2. Shout while trying to stop unacceptable behavior.
3. Don't overreact to minor misbehavior, but let the student know in a quiet way that you noticed and it is unacceptable.
4. Don't undermine your own rules regarding unacceptable behavior.
5. Don't be continually reprimanding.

APPENDIX N

CLASS SCHEDULE
(SAMPLE)

(First 3 Months)

Sunday	2:00-2:55 Language	2:55-3:05 Break	3:05-4:00 Civics
Monday	"	"	Math
Tuesday	"	"	Civics
Wednesday	"	"	Math
Thrusday	"	"	Civics

Schedule II

(Second 3 Months)

Sunday	2:00-2:45 Language	2:45-2:55 Break	2:55-3:30 Math	3:30-4:00 Civics
Monday	"	"	"	"
Tuesday	"	"	"	"
Wednesday	"	"	"	"
Thrusday	"	"	"	"

construction of the nearby house.

The teachers are concerned about the use of the electricity for the fans and lights; one teacher does not use her light for this reason. Four of the families have minimal income, some of which have requested the teachers to ask UNO/ESSP to reimburse them for the costs.

Curriculum and Materials: The lesson plans are developed each morning by the individual teachers (*Appendix A*) Homework is given on material covered during class; the amount depends on the level of the students and the time students have available for homework. The homework is checked the next day by the teacher.

The subject of Dari covers reading and writing. The adult literacy book developed by UNO/ESSP is used for reading, some writing and math. The teachers' guide, which accompanies the adult literacy book, provides a basis for the development of lesson plans (*Appendix B*) The teachers develop supplemental materials for math and writing classes. A book and pamphlet are used in civics class.

The Dari class is usually divided between reading and writing; on days when reading is too comprehensive, writing will be done the next day. Writing automatically incorporates some reading. Teachers use a variety of methods to teach the curriculum, but a conscientious effort is made to integrate the student-centered approach.

Periodic tests are administered for math, reading and writing. Tests will be given every 4-6 weeks (*Appendix C*).

UNO/ESSP supplies the following materials for each student: pen, pencil, notebooks (2), slate and chalk. The teacher is given a tape holder, tape, eraser, pencils, board markers, colored pencils, and markers. UNO/ESSP also supplies a fan and blankets to cover the floors. Each student and teacher is given an adult literacy book and teachers are given the teachers' guide.

There are several teaching aids developed and supplied by UNO/ESSP: a white board, an alphabet chart, a felt poster with letters and numbers, a small board with alphabet, a storybook and several cloth posters which includes a calendar, number

chart, and the times for prayer. The UNO/ESSP teaching aids are supplemented with a variety of materials developed by the teachers; i.e., bundles of sticks for counting, and picture and number cards made from white paper supplied by UNO/ESSP.

Schedule: Classes are conducted from 2:00 to 4:00 p.m., Sunday through Thursday. Civics is taught 4 hours per week; math for 2 hours; and Dari 4 hours. There are two 55 minute classes each day, with a 10 minute break, although several teachers find this is not necessary because of the short day and students are being permitted to leave the class when necessary (*Appendix D*).

TRAINING

The coordinator has been working in the field of education for many years. He also has experience in adult literacy. When he joined UNO/ESSP in February, 1993, he designed the adult literacy training program for the 6 teachers and 1 supervisor.

This training program was held at the UNO/ESSP Women's Teacher Training Center during April 1993. The training session lasted for two hours each day during the first week and three hours during the second week, allowing time for participants to do practice teaching. The emphasis of this training program was on how to teach adults and develop a daily lesson plan.

A 38 page training manual developed by the coordinator was used during for this two-week training session (*Appendix E*). The training program was conducted by the coordinator, with a demonstration lesson on civics presented by the supervisor.

Supervisor: The supervisor completed the 10 week teaching training course given by UNO/ESSP before joining the adult literacy project. She participated in the 2 week adult literacy training course held in April 1993 at the UNO/ESSP Teachers' Training Center both as a participant and as an instructor.

Teachers: The teachers completed a 10 week teacher training course at the UNO/ESSP Women's Teacher Training Center before joining the adult literacy project. They also attended the adult literacy teachers' training course held in April at UNO/ESSP.

MONITORING AND REPORTING

The pilot Peshawar home school project provides UNO/ESSP the opportunity for continual development and improvement of reporting, monitoring, and evaluation procedures. The forms developed for classroom observation and supervisors' visits, and the training manual are being used, refined and upgraded as feedback from the participants of the project is received.

Monitoring of the project is being done on a daily basis by the UNO/ESSP management, coordinator and supervisor (*Appendix F*). Adjustments are made in the project as needed. A formative evaluation and analysis is being conducted by UNO/ESSP research and planning office.

A supervisor's manual is being developed by the coordinator (*Appendix G*). This is to be used by the supervisor for monitoring and reporting of the teachers and classroom.

RESPONSIBILITIES

UNO/ESSP: The role of UNO/ESSP in the Peshawar pilot project is more significant in this pilot project than it will be once the project moves inside Afghanistan where there is a community. At this time, UNO/ESSP provides the materials, the teacher, and the infrastructure for the efficient running of this project.

Coordinator: The coordinator oversees all aspects of the project, working closely with management and the supervisor on a daily basis for project monitoring,

FEMALE ADULT LITERACY HOME SCHOOL PROJECT

Final Report
(Draft)

UNIVERSITY OF NEBRASKA AT OMAHA
EDUCATION SECTOR SUPPORT PROJECT
Peshawar, Pakistan

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August 1993

USAID
.Contract No. 306-0202-C-00-2034-00
In-House Project No.

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